

# Postgraduate Diploma

## Gynecological Infectious Pathology for Midwives





## Postgraduate Diploma Gynecological Infectious Pathology for Midwives

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-gynecological-infectious-pathology-midwives](http://www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-gynecological-infectious-pathology-midwives)

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# 01

# Introduction

Midwifery is the science of health and the health profession concerned with pregnancy, childbirth and the postpartum period (including newborn care), as well as the sexual and reproductive health of women throughout their lives.

The Spanish Society of Gynecology and Obstetrics (SEGO) considers that care for women requires specific knowledge and attention. BORRAR It is the result of a great deal of care and attention given with generosity and professionalism by different professional categories. Therefore, it requires the acquisition of special knowledge that is different from that of the rest of the population, and it is necessary to rely on professionals trained in these specific areas.





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*This Postgraduate Diploma in Gynecological Infectious Pathology for Midwives contains the most complete and up-to-date scientific program on the market”*

The general purpose of this program is to serve as an update for midwives in order to meet the health needs of women with scientific rigor and the highest professional level.

This program arises in response to multiple needs in the hospital environment of all professionals dedicated to women's health, both those recently incorporated as well as those who have been providing their professional services for some time and who require constant updating in this very specific area of practice.

The aim is to respond to the growing need posed by the new challenges imposed by a changing and increasingly demanding society, in order to raise awareness of the importance of incorporating new values, new work systems and new areas of action in our profession. A social need where women demand specialized and specific care the field of gynecology.

This **Postgraduate Diploma in Gynecological Infectious Pathology for Midwives** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Development of clinical cases presented by experts in the different areas of multidisciplinary knowledge. The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ The latest developments on Gynecological Infectious Pathology for Midwives.
- ♦ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course.
- ♦ With special emphasis on evidence-based medicine and research methodologies in Gynecologic Infectious Pathology.
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments.
- ♦ Content that is accessible from any fixed or portable device with an internet connection.



*Expand your knowledge through the Postgraduate Diploma in Gynecological Infectious Pathology for Midwives, in a practical way and adapted to your needs”*

“

*This Postgraduate Diploma may be the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Gynecological Infectious Pathology for Midwives, you will obtain a qualification endorsed by TECH Technological University"*

Its teaching staff includes health professionals belonging to the field of obstetrics and gynecological health, who contribute their work experience to this training, in addition to recognized specialists belonging to leading scientific societies.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professionals a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the course. This will be done with the help of an innovative interactive video system developed by recognized experts in the field of obstetrics and women's health with extensive teaching experience.

*Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma in Gynecological Infectious Pathology for Midwives.*

*Don't miss out on the opportunity to update your knowledge in Nursing Care in Gynecological Infectious Pathology for Midwives in order to improve your patient care.*



02

# Objectives

The main objective of the program is the development of theoretical and practical learning, so that the midwife can master in a practical and rigorous way the study of Gynecological Infectious Pathology for Midwives.





A close-up photograph of a dental procedure. A dental handpiece is visible on the left, with a small, bright light source illuminating the area. The background is a soft, out-of-focus green.

“

*This refresher program will generate a sense of confidence when practising nursing, which will help you grow both personally and professionally”*



## General Objectives

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- ♦ Acquire knowledge in specific gynecological care
- ♦ Promote work strategies based on a comprehensive approach to the patient as a standard model for achieving excellent care
- ♦ Favour the acquisition of technical skills and abilities, through a powerful audiovisual system, and the possibility of development through specific programs
- ♦ Encourage professional stimulation through continuing education and research



*Make the most of this opportunity and take the step to get up to date on the latest developments in Gynecological Infectious Pathology for Midwives"*





## Specific Objectives

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### Module 1. Anatomy and Physiology of the Human Reproductive System

- ◆ Describe the anatomy and physiology of the male and female sexual apparatus
- ◆ Explain reproductive endocrinology
- ◆ Explain the development of sex differentiation
- ◆ Describe the ovarian and uterine cycle
- ◆ Explain male physiology

### Module 2. Gynecological Infectious Pathology and Sexually Transmitted Diseases

- ◆ Differentiate between hypothalamic and pituitary amenorrhea
- ◆ Describe the various functional uterine hemorrhages
- ◆ Explain the pathologies and treatments during the climacteric stage
- ◆ Describe sexually transmitted infections
- ◆ Explain the epidemiological aspects of sexually transmitted infections
- ◆ Describe the various treatments for sexually transmitted infections



03

# Course Management

This program includes in its teaching staff health professionals of recognized prestige, who belong to the field of gynecological health and who bring to this training the experience of their work. In addition, renowned specialists, members of prestigious national and international scientific communities, are involved in designing and preparing the program.





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*Learn from leading professionals the latest advances in Gynecological Infectious Pathology for Midwives"*

## Management



### Dr. Rodríguez Díaz, Luciano

- ♦ Midwife Bellvitge University Hospital
- ♦ Lecturer at the University Centre of Nursing of Ronda
- ♦ Lecturer in the Ceuta Midwifery Teaching Unit
- ♦ SEEUE obstetric-gynecologic emergencies group member
- ♦ Responsible for Perinatal Health: Reproductive Sexual Health and Normal Childbirth of Ingesa
- ♦ Member of the Clinical Commission for Research and Continuing Education of the University Hospital of Ceuta
- ♦ Full member of the Institute of Ceuta Studies
- ♦ Member of the Editorial Board of the European Journal of Health Research
- ♦ PhD from the University of Granada



### Dr. Vázquez Lara, Juana María

- ♦ Nurse of the 061 of Ceuta
- ♦ Midwife in the Ceuta Health Area
- ♦ Head of Studies of the Ceuta Midwifery Teaching Unit
- ♦ Professor of the Ceuta Midwifery Teaching Unit
- ♦ Coordinator of SEEUE obstetric-gynecologic emergencies group
- ♦ PhD from the University of Granada

## Professors

### Andrés Núñez, Carmen Patricia

- ♦ Specialist in Obstetrics and Gynecology at the University Hospital of Ceuta

### Carrasco Racero, María Mercedes

- ♦ Nurse and Internship Coordinator at the University Center of Ronda

### De Dios Pérez, María Isabel

- ♦ Midwife at the Zaragoza University Hospital

### Díaz Lozano, Paula

- ♦ Midwife at the Ceuta University Hospital

### Gilart Cantizano, Patricia

- ♦ Specialized Care Midwife Campo de Gibraltar and Quirón Campo de Gibraltar

### Llinás Prieto, Lucía

- ♦ Nurse in Specialized Care, Cádiz

### Márquez Díaz, Antonio

- ♦ Midwife at the Costa del Sol Hospital in Marbella and Quirón Campo de Gibraltar Hospital

### Mérida Téllez, Juanma

- ♦ Midwife Costa del Sol de Marbella Hospital

### Mérida Yáñez, Beatriz

- ♦ Dr. Primary Care Midwife Extremadura

### Muñoz Vela, Francisco Javier

- ♦ Midwife in Specialized Care at the Maternal-Children's Hospital of Malaga

### Palomo Gómez, Rocío

- ♦ Ceuta Specialized Care Midwife

### Revidiego Pérez, María Dolores

- ♦ Specialized Care Midwife Campo de Gibraltar and Quirón Campo de Gibraltar

### Rivero Gutiérrez, Carmen

- ♦ Ceuta Specialized Care Midwife

### Rodríguez Díaz, David

- ♦ Nurse at Nuestra Señora de Candelaria University Hospital

### Vázquez Lara, Francisco José

- ♦ Degree in Biological Sciences

### Vázquez Lara, María Dolores

- ♦ Campo de Gibraltar Primary Care Nurse

04

# Structure and Content

The structure of the contents has been designed by a team of professionals knowledgeable about the implications of training in the daily practice of the midwife, aware of the relevance of current specialization to be able to act before the patient with gynecological problems and committed to quality teaching through new educational technologies.





A photograph of a woman with long dark hair, wearing a dark top, looking down at a desk. A desk lamp with a white shade is lit, casting a warm glow. The background is dark. The image is partially obscured by a diagonal green and white graphic overlay.

“

*A unique, key, and decisive training experience  
to boost your professional development”*

## Module 1. Anatomy and Physiology of the Human Reproductive System

- 1.1. Anatomy of Male and Female Genital Apparatus
  - 1.1.1. Female Description
  - 1.1.2. Male Description
- 1.2. Histology of the Genital and Breast Organs
  - 1.2.1. Histological Description
- 1.3. Introduction to the Cellular and Genetic Basis of Female Gametogenesis
  - 1.3.1. Cellular and Genetic Description
- 1.4. Basis of Reproductive Endocrinology
  - 1.4.1. Reproductive Hormonal Process
- 1.5. The Acquisition of Sex
  - 1.5.1. Sexual Differentiation
- 1.6. Female Physiology
  - 1.6.1. Ovarian Cycle
  - 1.6.2. Uterine Cycle
  - 1.6.3. Cycle and Physiology of the Vagina and Vulva
- 1.7. Male Physiology
  - 1.7.1. Testicles and Gametogenesis
  - 1.7.2. Testicular Functional Regulation
  - 1.7.3. Male Sex Accessory Glands
  - 1.7.4. Ejaculation. The Ejaculate and its Composition
- 1.8. Neurohormonal Regulation of Reproductive Function. The Hypothalamic–Pituitary–Gonadal Axis
  - 1.8.1. Hormonal Regulation Process
  - 1.8.2. Feedback
- 1.9. Puberty
  - 1.9.1. Concept
  - 1.9.2. Differentiation
- 1.10. Climacteric Physiology
  - 1.10.1. Chronology
  - 1.10.2. Phenomenology
  - 1.10.3. Mechanisms
- 1.11. Human Sexuality
  - 1.11.1. Sexual Physiology: Neuroendocrine and Psychological Aspects



- 1.12. Symptoms of Gynecopathies, Menstrual Symptoms
  - 1.12.1. Terminology and General Considerations
  - 1.12.2. General Flow and its Treatments
- 1.13. Complementary Gynecological Examinations
  - 1.13.1. Cervical Cytology
  - 1.13.2. Speculoscropy
  - 1.13.3. Manual Vaginal Exploration
  - 1.13.4. Vaginal Exudate
  - 1.13.5. Colposcopy
  - 1.13.6. Hysteroscopy

## Module 2. Gynecological Infectious Pathology and Sexually Transmitted Diseases

- 2.1. Sexually Transmitted Infections
  - 2.1.1. Etiology
  - 2.1.2. Epidemiology
- 2.2. Infectious Processes of the Reproductive System
  - 2.2.1. Etiology
  - 2.2.2. Classification
  - 2.2.3. Treatment
- 2.3. Vulvovaginitis
  - 2.3.1. Description
  - 2.3.2. Treatment
- 2.4. Vaginal Candidiasis
  - 2.4.1. Description
  - 2.4.2. Treatment
- 2.5. Bacterial Vaginosis
  - 2.5.1. Description
  - 2.5.2. Treatment
- 2.6. Vaginal Trichomoniasis
  - 2.6.1. Description
  - 2.6.2. Treatment
- 2.7. Syphilis
  - 2.7.1. Description
  - 2.7.2. Treatment

- 2.8. Chancroid
  - 2.8.1. Description
  - 2.8.2. Treatment
- 2.9. Lymphogranuloma Venereum
  - 2.9.1. Description
  - 2.9.2. Treatment
- 2.10. Simple Herpes
  - 2.10.1. Description
  - 2.10.2. Treatment
- 2.11. Infections that Cause Urethritis and Cervicitis
  - 2.11.1. Description
  - 2.11.2. Treatment
- 2.12. Condylomata Acuminata
  - 2.12.1. Description
  - 2.12.2. Treatment
- 2.13. Molluscum Contagiosum
  - 2.13.1. Description
  - 2.13.2. Treatment
- 2.14. Scabies
  - 2.14.1. Description
  - 2.14.2. Treatment
- 2.15. Pediculosis Pubis
  - 2.15.1. Description
  - 2.15.2. Treatment
- 2.16. HIV
  - 2.16.1. Description
  - 2.16.2. Treatment
- 2.17. Pelvic Inflammatory Disease
  - 2.17.1. Description
  - 2.17.2. Treatment
- 2.18. Papillomavirus Infection
  - 2.18.1. Description
  - 2.18.2. Treatment

# 05 Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





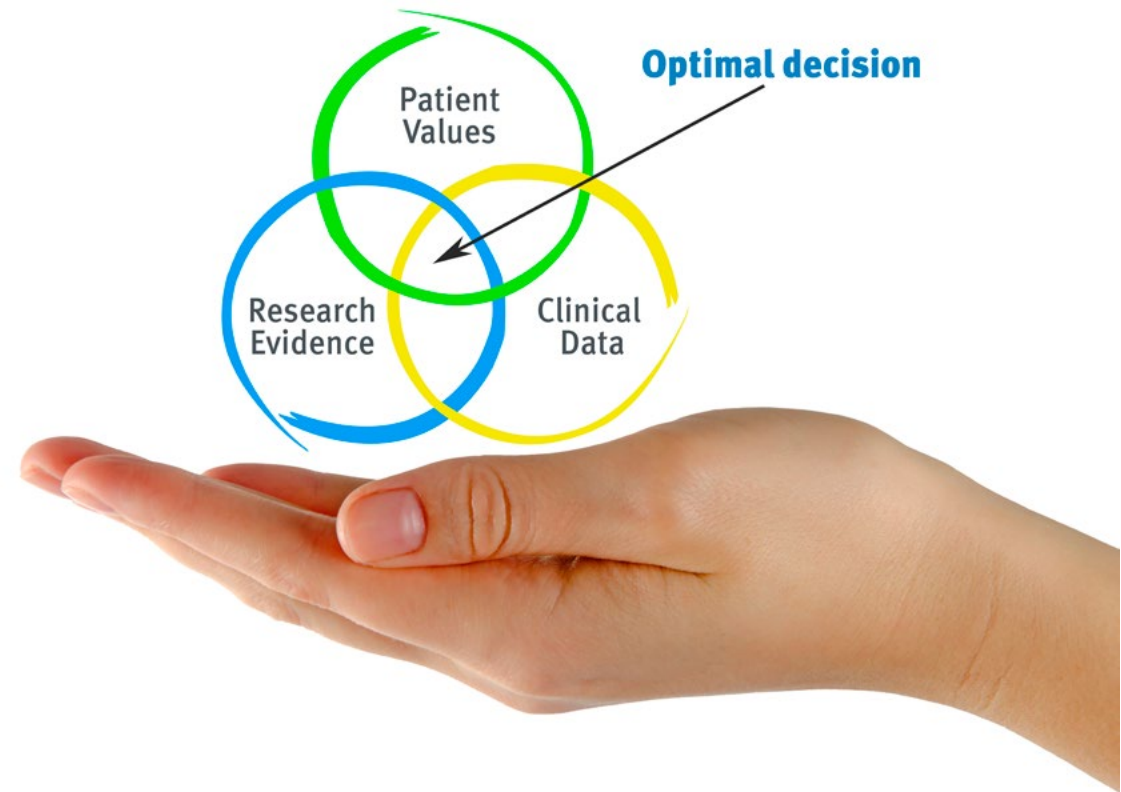
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH Nursing School we use the Case Method

In a given situation, what should a professional do? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Nurses learn better, faster, and more sustainably over time.

*With TECH, nurses can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, in an attempt to recreate the real conditions in professional nursing practice.

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*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.



*The nurse will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by TECH's learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



### Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch them as many times as you want.



### Interactive Summaries

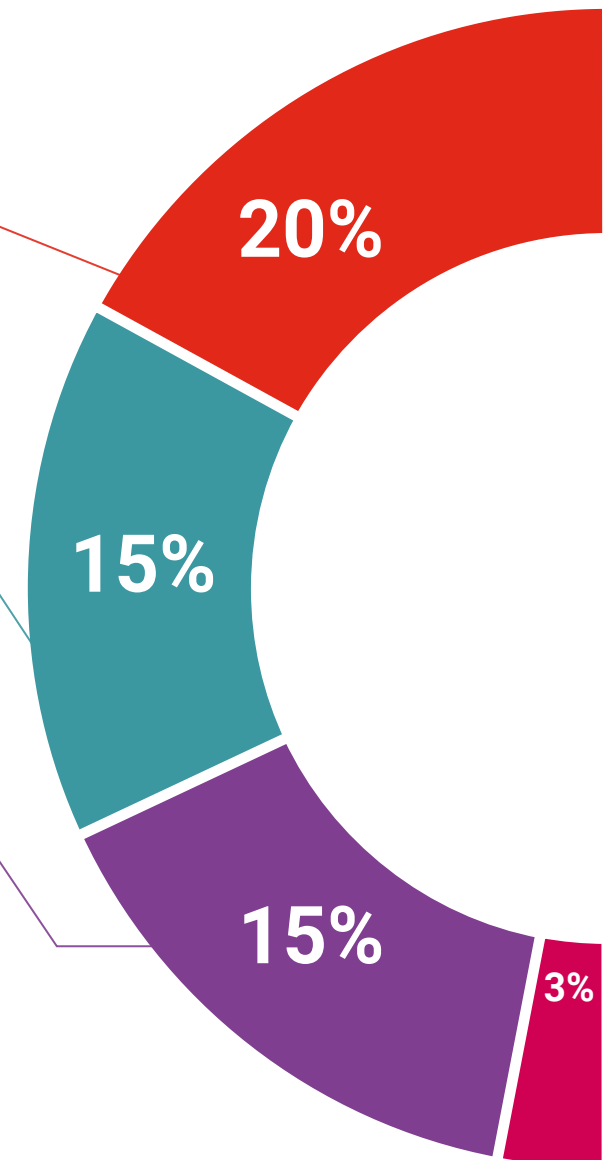
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

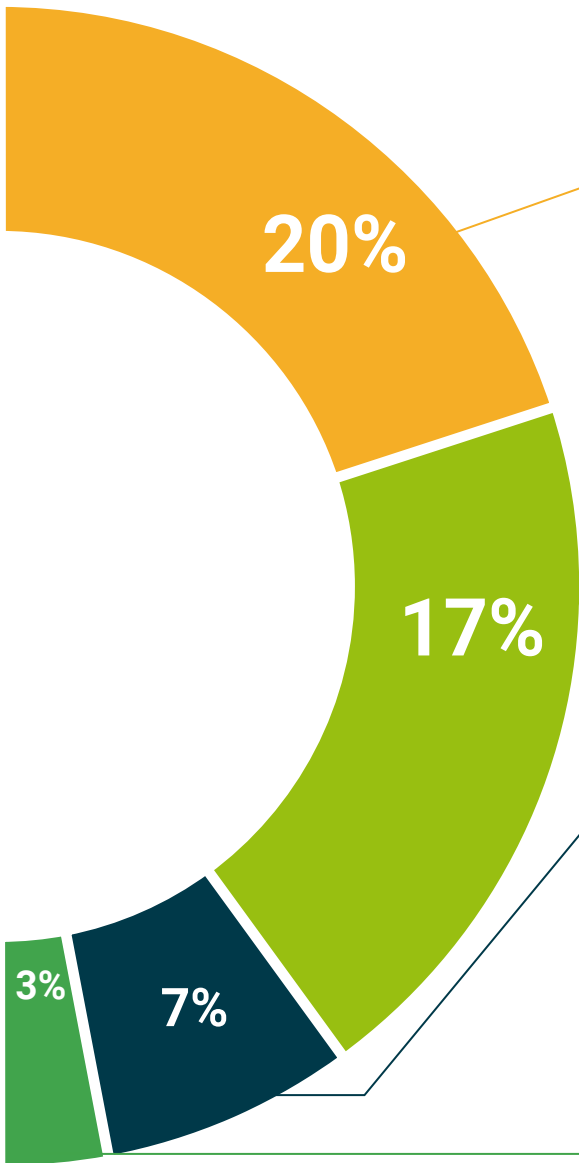
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





#### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



#### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



#### Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

# Certificate

The Postgraduate Diploma in Gynecological Infectious Pathology for Midwives guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.





*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"*

This **Postgraduate Diploma in Gynecological Infectious Pathology for Midwives** contains the most complete and up-to-date scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery\*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Gynecological Infectious Pathology for Midwives**

Official N° of Hours: **475 h.**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
online training  
development language  
virtual classroom

**tech** technological  
university

**Postgraduate Diploma**  
Gynecological Infectious  
Pathology for Midwives

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# Postgraduate Diploma

## Gynecological Infectious Pathology for Midwives

